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Ways in which southern universities are improving programs in efforts to provide optimum returns on approximately $870 million spent each year on higher education. Efforts are being directed toward: (1) Better use of faculty, (2) better use of buildings and classrooms, and (3) selection and development of most talented students.

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"More for the Educational Dollar."

HISTORIC, tradition-rich Southern universities increase class sizes and faculty efficiency with one consolidating move.

High school students in Texas are offered full summer courses of advanced work under the state's top universities and their faculties.

A sophomore studying on a shoestring at Tulane University is encouraged to follow a teaching career and finds organized scholarship aid for his years of study.

These programs—and more like them—are vital new steps toward better use of educational resources in the South.

Some of these programs save money, others add to costs, but they share a common goal . . . to *improve higher education.*

These programs have been developed through research and selfstudy for more efficient operation and for the improvement of education.

In this issue we will describe ways Southern universities have improved their programs in an effort to provide optimum returns on approximately 870 million dollars spent each year on higher education.

Dr. Seymour Harris, professor of political economy at the Harvard Graduate School of Public Administration, in the fourth issue of this series, estimated that by 1970 the nation could save from one to two billion dollars a year in higher education by more efficient operations. This would amount to a 10 to 20 per cent reduction in the total cost of higher education. An even more important gain not discussed by Mr. Harris would be a 10 to 20 per cent improvement in the effectiveness and quality of education by 1970. This improvement can't be measured as precisely as can a dollars and cents savings, but it is much more important—it is a long run investment in people.

Southern universities today are conducting research on their own operations which should pay off in the next 10 years in money saved and in improved education. Examples of the work being done by a few of our institutions are given below. They are illustrative of the innovations which many colleges are making.

These examples are presented, for convenience, under three classifications: (1) Better use of faculty, (2) Better use of buildings and classrooms and (3) Better educational programs for students.

Faculty

The college professor is the backbone of any educational program. When the best talent is attracted and used efficiently it becomes a matchless asset in any organization.

Several Southern universities have found new methods for better use of their teaching talent.

The University of Kentucky has tried an experiment in its mathematics department which gives faculty members larger lecture groups, freeing more of their teaching hours for work with small groups of advanced students and study groups.

TABLE 1

SALARY SCALES FOR SOUTHERN COLLEGE AND UNIVERSITY TEACHERS OF ALL RANKS ARE LOWER THAN THE NATIONAL AVERAGE

	Average Salary				
Academic Rank	*Total U.S.*	*North-east*	*North Central*	*South*	*West*
Professors	$ 9,664	$11,010	$ 9,863	$ 8,323	$10,294
Associate Professors	7,506	8,530	7,588	6,614	7,751
Assistant Professors	6,278	7,400	6,259	5,605	6,332
Instructors	5,092	5,900	5,062	4,486	5,132

Average salaries of full-time faculty members employed no more than 10 months in public institutions with enrollments from 5,000 to 19,999 by region, 1958-59

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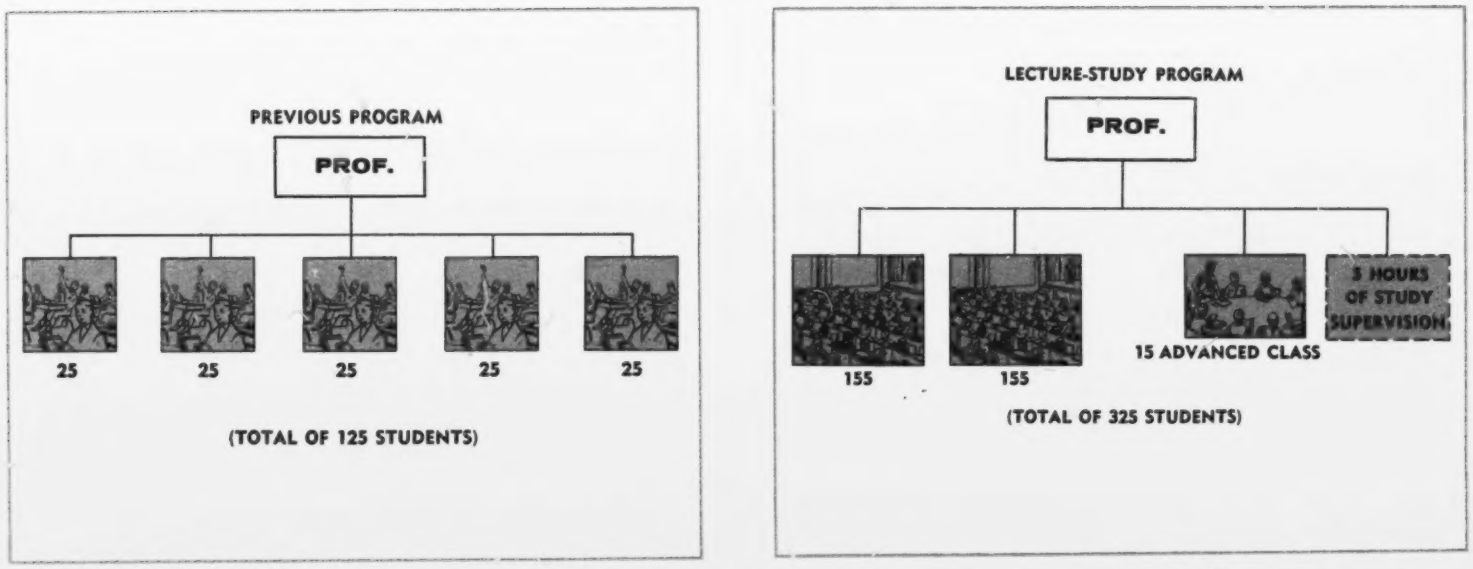
FIGURE 1

IMPROVED TEACHING METHODS
INCREASE FACULTY EFFICIENCY



Average work-load of staff member before and after introduction of "lecture-study" program in mathematics at University of Kentucky

One faculty member, for example, has two large classes (maximum 180), one small advanced class, and five hours of study supervision per week. He teaches 325 students per week. Under the earlier arrangement one faculty member taught five classes of 25 students each, for a total of 125 students per week.

Thus an instructor conducts a more satisfying and challenging program with 325 students than was once possible with 125. (Fig.1)

Tulane University experimented with the same principle in its introductory courses in American government. Classes were met in sections holding 300 students or 30 students. The same coverage, assignments, textbooks, syllabi, and examinations were involved in both types of classes. Student achievement was related more to the instructor than to the size of the class.

Goucher College in Baltimore, Maryland, has developed a college teacher orientation program to insure best use of its incoming teaching staff.

The program includes seminar meetings offering information about the college—its history, philosophy of education, and the development of its curriculum.

Purpose of the program is to help the teacher reach in one year a level of competence ordinarily requiring two or three years to achieve.

Still, if the South is to attract the best talent to its universities to implement these economically and educationally sound experiments, more money must be spent in the region for faculty salaries.

Five years ago a Southern Regional Education Board survey showed that salaries in leading Southern universities were from $1,000 to $1,500 lower than those at similar institutions outside the region. Since then, the average has gone up about $1,500 both in the South and elsewhere, so that the gap has not been narrowed appreciably (Table 1).

The South's salary lag will become an even more critical soft spot in the management of higher education as the enrollment pressures become greater in other regions and competition for faculty becomes intense.

Almost 50,000 new college teachers will be needed in the South during the next 10 years. During that period, we can expect to produce only 15,000 new Ph.D.'s. Half of them will be absorbed by industry and government.

"By this time, it should be apparent to all informed citizens that a major intellectual breakthrough must be achieved in America—and soon," says General Troy H. Middleton, president of Louisiana State University. "It won't be easy. We cannot expect significant results until the financial support of higher education is substantially increased—until the teaching profession is restored to its once-honored position."

Plant and Facilities

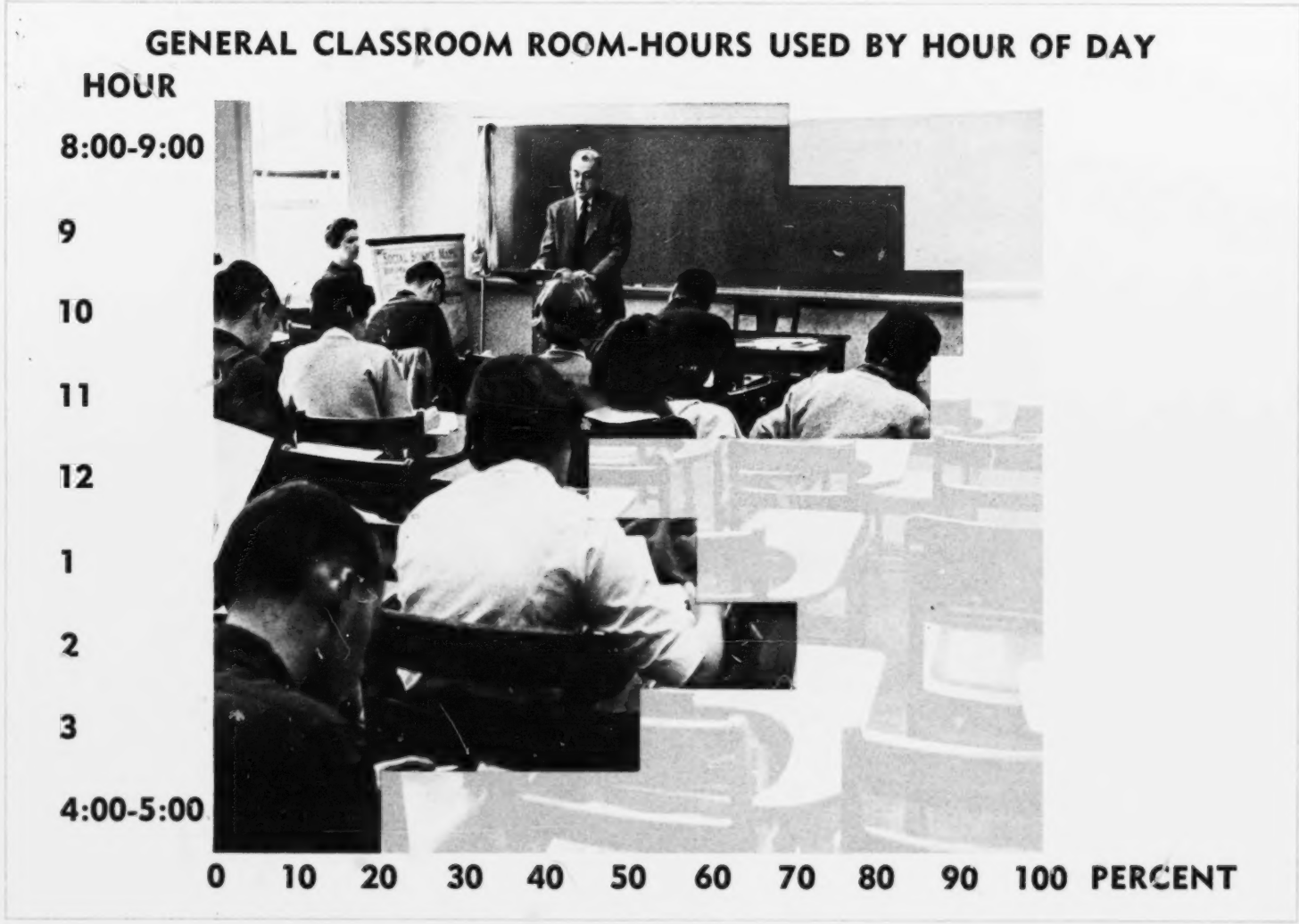
Part-time or inadequate use of facilities amounts to a dollar and cents loss as well as an educational loss to any university. Several Southern schools, realizing this, have adopted new schedules and new ways of using their available physical plants.

The University of North Carolina is one of many institutions which have made better use of classroom space by reducing the number of small classes (12 students or fewer) tying up a whole classroom. Larger classes and individual study groups have resulted in better distribution and use of space.

North Carolina, Virginia, Florida, Tennessee and Louisiana are states which have made recent state-wide studies of the use of space in publicly supported colleges. These studies have been very helpful in show-

FIGURE 2

MOST COLLEGES CAN EXPAND WITHIN PRESENT FACILITIES AT SMALL SACRIFICE IN CONVENIENCE



General classroom "room-hours" used by hour-of-day at a representative Southern university

ing where space shortages exist, where buildings are poorly used and what types of new buildings are needed.

These studies show in some instances that sufficient classroom space is available, but more dormitories are needed. Other studies show the problem as one of scheduling classes rather than of space shortage. (See Figure 2).

The biggest value of present day space-studies may be in the more intelligent planning of future buildings for the campus. The college of the future may be quite a bit different from the college of today, with more big classes, more individual study and more seminars. It may require different sized rooms, and different study arrangements than exist today.

With more complete knowledge of the way we use educational space today—and a picture of the teaching methods of tomorrow, new buildings can be geared for new educational programs.

Students

Another vital consideration in the management of educational resources is the selection and development of the most talented students.

Educational opportunities should be available to these students according to their abilities and needs.

"We have learned from experience that the colleges selecting students in relation to individual college programs have enjoyed the greatest holding power," says Dr. J. Broward Culpepper, executive director of the Board of Control for Institutions of Higher Learning of Florida.

"The trend toward increased education beyond the high school will now require that all institutions be concerned with the admission of students best qualified to succeed in the colleges' particular offerings. The pressures upon these institutions will apparently become so great that there can be little academic justification for admitting to college students not qualified for success in college work."

"On the other hand," he continues, "there must never be a time when admission becomes automatic. In using the constellation of data devised to admit students fitted for programs at colleges and universities,

TABLE 2

MANY SCHOOLS IN THE SOUTH HAVE BEGUN TIGHTENING ENTRANCE REQUIREMENTS

Institutions	*Requirements in Addition to High School Graduation*		
	1952	*1958*	*Future*
U. of Alabama	None	Students with low grades & deficiencies required to take entrance exams	Study underway for institution of exams for all
U. of Delaware	Exam and recommendation of principal	Exam and recommendation of principal	
Florida State U.	None	State-wide exam program	
U. of Florida	None	State-wide exam program	
U. of Georgia	None	Exams	
U. of Kentucky	None	None	Study underway
L. S. U.	None	None	Placement tests under consideration
U. of Maryland	None	Exams for grads with less than "C" average	
U. of Mississippi	None	None	
U. of North Carolina	None	Exam and recommendation of principal	State-wide test program under consideration
Oklahoma State	None	None	
U. of Oklahoma	None	None	
U. of South Carolina	Exams for students not recommended by principal	Exams	
U. of Tennessee	None	None	Plan under study
U. of Texas	None	Exams	
Texas A & M	None	None	After 1959 class standing in top 3/4
U. of Virginia	Class standing in top 3/4	Exams and class standing in top 1/2	
West Virginia U.	None	None	

Trend in admission practices of state universities in the South

judgment, common sense, and a willingness to allow flexibility in borderline cases should always prevail."

Several Southern universities have begun methods of selection to encourage the abler high school student and discourage those not likely to profit from a college education.

(See Table 2).

Five Texas colleges have begun the early development of their most promising students with a "Step Ahead" program of summer courses during high school years.

Students are chosen by invited high school principals to attend the advanced courses in given subjects. They are returned to the high school classroom "with new knowledge, new interests, and a desire to make better use of their opportunities," says L. D. Haskew, vice president for development, University of Texas.

Results from the program have been impressive. Graduates of the 1956 program have now completed one year of college. All of the students are studying in top universities and are making unusual records.

Stetson University at DeLand, Florida, has approached the matter through articulation of the high school with the college. Able students go right out of a junior year in high school into Stetson for a summer session to get started on college work. If they do well in the summer program, they can be admitted to the college freshman class, thus by-passing their senior year in high school and beginning the more challenging work. Several other colleges will also accept the Stetson students for early admission.

Tulane University has recently adopted a plan to identify outstanding undergraduates, help finance their

graduate study, and encourage them to enter college teaching.

Leaning heavily on guidance and counseling, this program selects the undergraduates on the basis of early grades, informs them about college teaching opportunities, and helps them to find ways of financing their graduate study through national and regional fellowships, as well as through local scholarships and loans.

The Southern Regional Education Board and the Southern College Personnel Association are cooperating in a study which should improve the identification and selection of good graduate students. The study, currently being conducted in 30 institutions, is designed to find out from college seniors how many of them plan to go to graduate school and how they made their decision to do so. The study will identify bright students who do not plan to attend graduate school, and will suggest ways in which more of these could be encouraged to continue their education.

Fisk University in Nashville, Tennessee, has begun its plan of selection and encouragement for outstanding students at the high school level. The university accepts high school students at the junior level, brings them to Fisk and puts them through a five-year program of education.

These are particularly important developments in light of the considerable evidence that the country as a whole is not making the best possible use of its available student material.

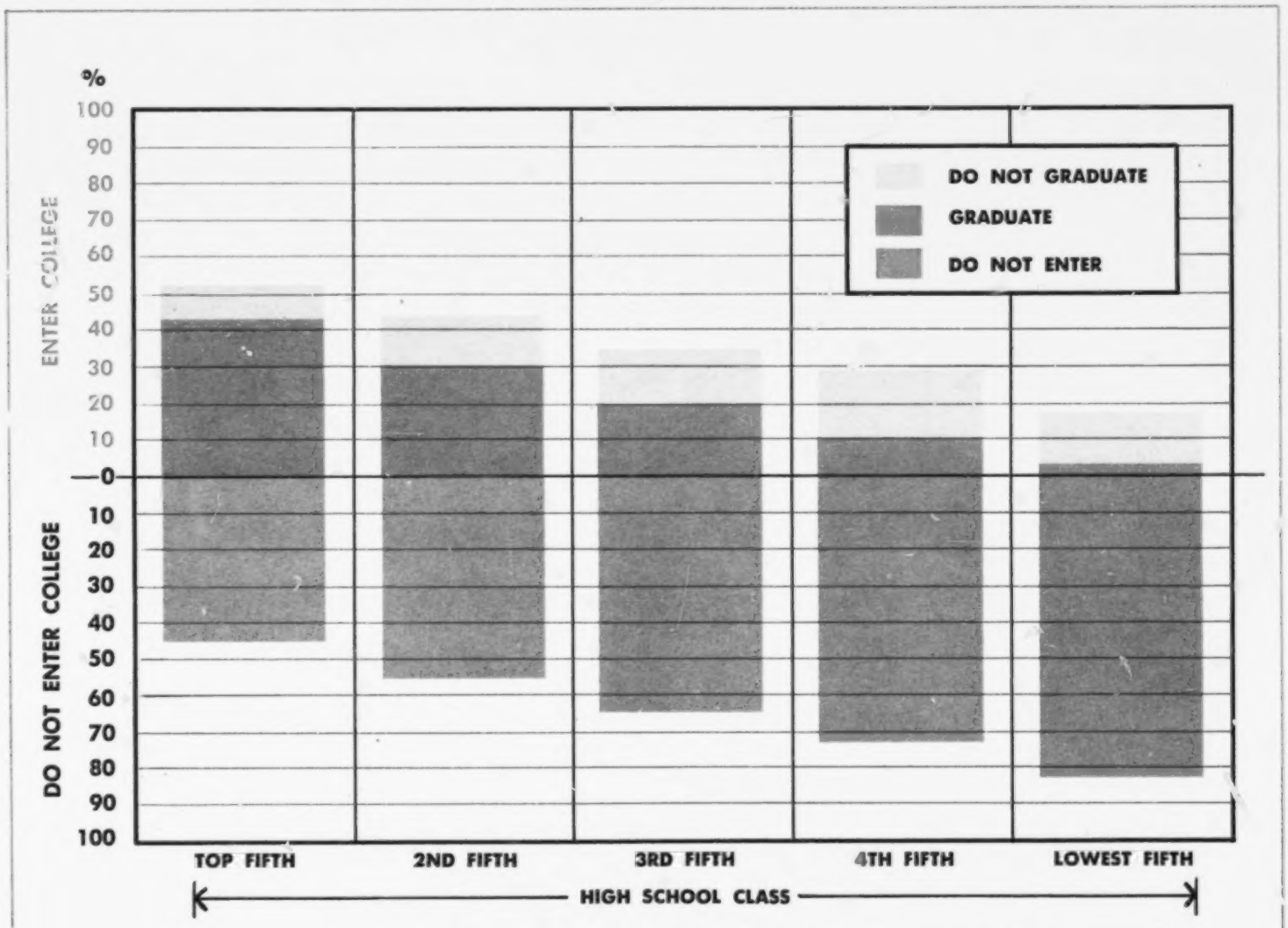
An alarmingly high proportion of the abler college students never finish, and an even greater proportion of the best high school graduates never enter college.

Recent studies in some states are somewhat more optimistic than the data in Figure 3, but for the nation as a whole, not more than one-half of the top 40 per cent of high school graduates go to college.

"A recent study for the National Science Foundation found that last fall there were approximately 150,000 to 200,000 of the previous spring's high school graduates of high level ability in the United States, who were not in college," said Dr. Gordon W. Blackwell, chancellor of the Woman's College of the University of North Carolina. "It is believed that for every Southern college

FIGURE 3

ONLY HALF OF THE TOP 40 PER CENT OF HIGH SCHOOL GRADUATES ENTER COLLEGE



Class rank distribution of high school graduates entering and not entering college

TABLE 3

STUDENT ASSISTANCE PROGRAMS VARY WIDELY BETWEEN UNIVERSITIES IN THE SOUTH

	Expenditures for Scholarships, Fellowships and Prizes		
STATES	*1951-52*	*1953-54*	*1955-56*
Alabama	$ 109,000	$ 98,000	$ 91,228
Arkansas	72,000	168,000	178,714
Delaware	100,000	133,000	44,283
Florida	424,000	516,000	1,039,279
Georgia	137,000	223,000	326,138
Kentucky	197,000	298,000	312,707
Louisiana	111,000	315,000	485,619
Maryland	134,000	270,000	555,805
Mississippi	32,000	188,000	272,637
North Carolina	163,000	326,000	522,138
Oklahoma	53,000	183,000	301,649
South Carolina	68,000	121,000	148,194
Tennessee	32,000	63,000	117,801
Texas	336,000	636,000	1,034,748
Virginia	380,000	753,000	969,275
West Virginia	55,000	151,000	283,026
Region	$2,403,000	$4,442,000	$6,674,241

Expenditures for scholarships, fellowship and prizes, public institutions, 16 SREB States, 1951-52, 1953-54, 1955-56

graduate in a given year there is another of equal age and ability who did not go to college."

Here then, is another area in which money can be wisely spent to improve the national student population. Education should be made available to the best students regardless of economic background.

In most states, the money allotted to student assistance is increasing (see Table 3). It may have to increase at an even greater rate to insure an education for all the nation's brightest youngsters.

A Bigger Return on Our Investment

In the last few years there has been a greater emphasis on research in industry. Progressive companies, ones with large capital appreciation, have been investing heavily in research. Stock market analysts, as a matter of fact, rate a company's growth potential by the extent to which it is actively engaged in research.

Research is also a measure by which colleges and universities may be judged. Are they actively experimenting? How much of the budget is devoted to study of ways to improve institutional operations?

As the preceding examples have shown, many of our Southern universities are actively engaged in research to improve their own operations. But much more can be done; for the old saying that "colleges study everybody else's problems but their own" is still true of many institutions.

There is a real danger that as colleges grow and their costs increase, the major focus of educational research will be on studies to save money, to cut educational costs.

A more efficient operation is obviously desirable. But it should not be the major goal of research on university operations. The major goal of our research is the improvement of education.

For if we can produce better educated young men and women, better equipped to contribute to society and the economy, the South's long-run return, both in intangibles and dollars and cents, will outweigh in importance any short-run savings which could be realized through more efficient operation.

It is not an either or proposition. We want both short-run economy in operation and long-run improvement in education.

But, when the two conflict, as they sometimes do, a short-run economy may be a penny-wise and pound-foolish saving.

The South needs efficiently run institutions, and it needs a better educated and more productive college graduate to contribute to the South's future. Research on Higher Education is a key which can help provide both.

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